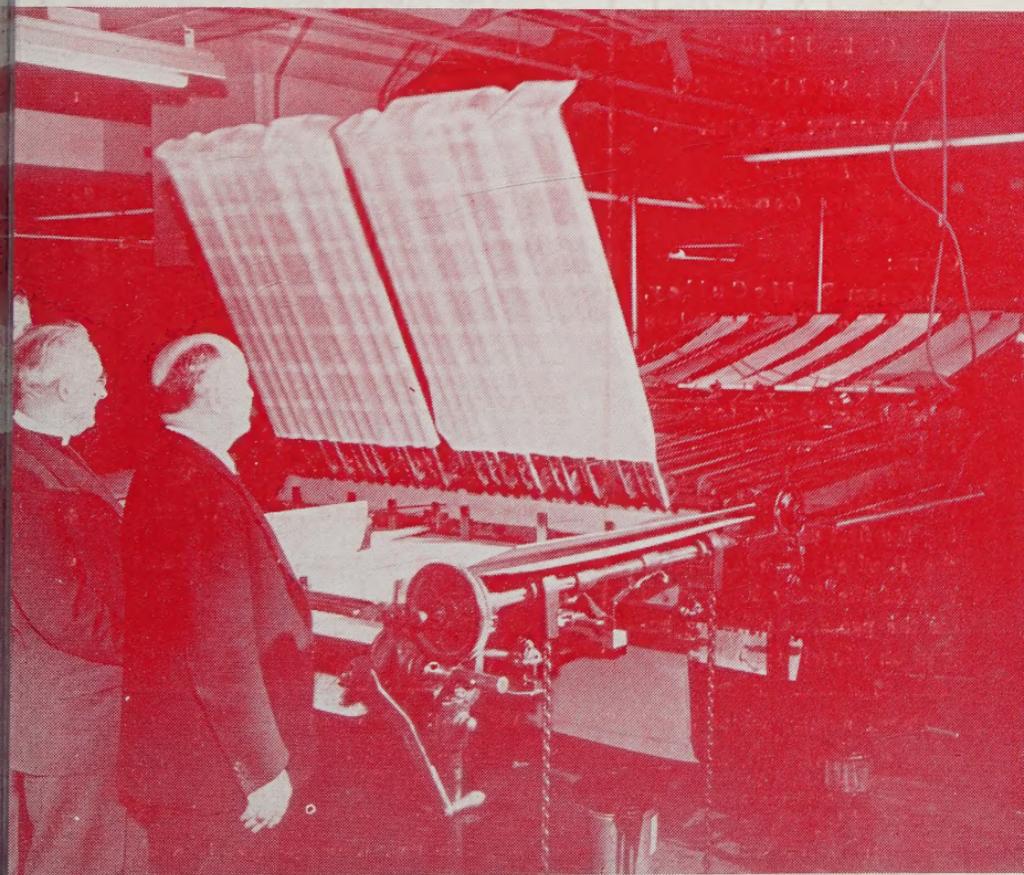


# The Church School Teacher

Volume XXI LEVEL ONE SEPTEMBER 1952 Number



A MAGAZINE FOR CHURCH SCHOOL WORKERS

# THE CHURCH SCHOOL TEACHER

VOLUME XXI No. 7

SEPTEMBER 1952

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## COVER:

William R. McCulley, president of Thomas Nelson and Sons, publishers, (left), Dr. Samuel McCrea Cavert, general secretary, (center), and Dr. Roy G. Ross, associate general secretary of the National Council, watching the first printed pages of the Revised Standard Version of the Holy Bible come off the press as printing began on March 19.

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# The Church School Teacher

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## Just a Few Words

By THE EDITOR

**A**GAIN this year the Boards of Parish Education have hit it off. Parish Education Month materials will be the joint work of the boards of the following Churches: American Lutheran, United Lutheran, United Evangelical Lutheran, Lutheran Free, Danish Lutheran, Evangelical Lutheran and Augustana Lutheran.

### *The Living Word*

One would expect the theme for P. E. month would be tied closely to the observance of the publication of the Revised Standard Version Bible. And that is what we have done. The poster, guaranteed to be one of the most striking you have seen, will point up the theme "The Living Word in Living Language."

There will be four tracts for general distribution at Sunday services or for general congregation mailing. The subjects for the tracts are *Hear the Word*, *Read*

*the Word*, *Study the Word*, *Live the Word*. But the less prosaic titles are *A Tree Crashes*, *Take Herb for Example*, *The Bible in You*, *Is Your Name Hailie?* The tracts will have specific suggestions for doing the things the tracts present. For example *Hear the Word* will suggest ways to help us listen to the sermon; *Read the Word* will include suggestions for reading the Word, etc.

Make much of Parish Education Month. This year is a natural for the theme "The Living Word in a Living Language." Check up now to see if all the tracts and other materials have been ordered. Don't let the month slip by without an emphasis in your church.

### *In Living Language*

Teachers, send to your publication house for your copy of the Revised Standard Bible. You are in for some spiritual growth as

you let God speak to you through His Book, now written in the living language of today.

And now, just a few words to our new readers. **THE CHURCH SCHOOL TEACHER** serves the parish school teachers of both the American Lutheran Church and the Augustana Lutheran Church. The director of parish education for the Augustana Church serves as editor, but the contributors include persons from both Churches. And in planning the issues the directors of both Churches have all four hands across the table

### *Two Director's Columns*

You will notice there are two "director's columns." In these columns we attempt to bridge no gaps between our Churches. Pastor Vogeley writes very specifically for his Church and I write to our Augustana pastors and teachers. Each of us invites all of you to read our columns, but in doing so we ask you to remember that in these "director's columns" ALC is ALC and AugLC is AugLC and the twain do not necessarily meet.

I said contributors include persons from both Churches. To some of you we give assignments. And to all of you we send the general invitation to write us your news,

ideas, comments, criticisms. Occasionally you respond and the magazine is enriched. But frequently I feel like the lunch vendor on the New Haven railroad, who came into our coach with his "sandwiches, coffee, candy, chewing gum!" On and on he went down our car with no luck. Finally, he paused, sighed, and said: "Say something, someone, please say something, won't you?"

Please do, this year, won't you? We will do our best, too.

### *Life of Luther*

With such a dearth of good motion picture subjects, it seems strange that Hollywood has not made a picture around the life of Luther. Perhaps it is fortunate they have not, now that our own Lutheran Church Productions, Inc. is making such a picture, with Louis de Rochemont Associates as producer. The picture will be ready in 1953.

Louis de Rochemont is one of the great contemporary motion picture producers. The story of Mr. de Rochemont and his company has been run in a number of periodicals such as "Time" and the "Saturday Evening Post." Time magazine said of him that he "builds his movies around a hard core of

fact, shoots them in actual settings, weights the casts with unknowns, little-knowns or non-professionals, so that stories will look as if they were filmed while they were happening."

For nine years Louis de Rochemont was producer of the March of Time. Later he produced the fiction films "The House on 92nd Street," "13 Rue Madeleine," and

"Boomerang!" and recently "Lost Boundaries," "The Whistle at Easton Falls," and "Walk East on Beacon." Dealing with such real problems as the race question, management and labor, his films have had consistent success.

Mr. de Rochemont exclaimed after reading the Luther script, "I want to do the Luther film. What it says must be said now."

### *That God is Love I Surely Know*

That God is love I surely know,  
Who else but Love Himself would  
go

Down in this world for one like  
me  
To rescue for eternity?

O none but Love did suffer pain,  
And none but Love the Cup did  
drain;

O none but Love His life did  
give  
That even I with Him may live.

O Holy Spirit, God's sweet dove,  
Nest in my breast with peace and  
love,  
So that this willful heart of mine  
Will fully yield to Love Divine.

—ROBERT DOLF

*This poem is a hymn which may be sung with tune Canticale Sacrum, Gotha 1651—Hymn 305 in the Augustana Hymnal, or tune Federal Street, in the A L C Hymnal No. 547.*

# *From Your Director*

*By L. H. WESTBERG  
Augustana Lutheran Church*

THE first word this month is to the teachers of the Beginner and Primary departments. For years you have asked for large teaching pictures which could be used with the Christian Growth Series. Now they are available at a cost of \$3.00 per set, less than 20 cents each. If your Church school has not ordered sets for your department you really should get the sets by hook or crook.

### *Bible Subjects*

Each set contains 18 pictures which are correlated with this school year's material. All pictures, except a very few, are Bible subjects. Included with the pictures are guides for their use. Teachers of Beginners and Primary classes will experience fresh approaches to the lessons of the units. The pictures can also be used for various kinds of display, and will form a permanent file for years to come. If the Sunday schools purchase the sets in the amounts we have been led to expect, our Board will supply additional pictures for the remaining two courses of the Beginners and Primary departments.

Get your sets early so you can make early preparation for using them.

Recently two pamphlets on the local director of Christian Education have been published by the Division of Christian Education. Not many of our churches have such directors as yet, but there is a growing interest in this position. You might like to order copies of the pamphlets from the Augustana Book Concern. One, entitled, "The Minister, the Director of Christian Education and the Sunday School Superintendent—A Team," sells for 10 cents. The other, entitled "The Local Church Director of Christian Education," is priced at 25 cents.

### *Leaders' Courses*

In the new Augustana Book Concern catalog you will find a complete list of the Sunday School Teachers' and Leaders' Courses. The books can be used as bases for the general sessions of the monthly Sunday School Teacher's meetings. Or they can be used for personal reading. Or they can be texts for special interest groups—couples

clubs, brotherhoods, etc. The books are for all *leaders* and prospective leaders, not only Church School teachers.

The series is a co-operative work of the Boards of Parish Education of the American Lutheran Church, United Lutheran Church and the Augustana Lutheran Church. Church leaders would do well to plan a long range reading program with these books as the nucleus. The Book Concern has promised us three thousand extra copies of the catalog describing the books. Your pastor, superintendent, and your parish worker will receive copies with the Parish Education Month packet. Should you wish a copy for your personal use, please write me.

#### *The Packet*

Some things to look for in the Parish Education Month packet (it is sent to your pastor, S. S. superintendent and parish worker): A very striking poster, sample tracts for distribution to your congregation, a suggested special

service to emphasize the Revised Standard Version Bible, the first in a series of Church School organization charts. The chart should be kept permanently displayed on a handy wall for reference. It is filled with suggestions and rules for successful operation of your Sunday school.

#### *Training Sessions*

Has your school scheduled its pre-quarter department teacher training session? One school I know about is having four meetings in September in which leaders in each department will preview with the teachers in department sessions the Christian Growth Series courses for 1952-53; will determine quarter, unit, and lesson aims; and will begin actual preparation for the first lessons to be taught in the October-December quarter. The same school plans on following up this intense preliminary training with monthly teachers' meetings, in which most of the time will be spent in actual lesson preparation.

*Could I climb to the highest place in Athens, I would lift my voice and proclaim: "Fellow citizens, why do you turn and scrape every stone to gather wealth, and take so little care of your children to whom one day you must relinquish it all?"*

—From SOCRATES.

*From Your Director*

*By R. A. VOGELEY  
American Lutheran Church*

*To Our Teachers and Officers*

SEPTEMBER is the month when many teachers and officers are publicly installed for another year of consecrated service to their Saviour, their church, and the souls entrusted to their care. By this act of installation a congregation indicates confidence in you and requires of you a pledge to do your best work in your teaching ministry.

The American Lutheran Church through its Board of Parish Education wishes for all of our 25,000 teachers and officers the fullest measure of God's grace and guidance in their work in the Sunday schools.

*More Teaching*

What must we all do this year? "More Teaching!" You will hear about "More Teaching" quite regularly. It is obvious that to meet present day needs there must be more teaching. What can you do about the following:

1. More Teaching During the Sunday School "HOUR."

No one can add one second to the sixty minutes in one hour. But

are the sixty minutes of the Sunday school hour being used fully and wisely? Or are three minutes wasted while some forgotten hymn number or lesson material is being located? Are five minutes lost in a meaningless routine? Then a teacher must say at the close of the period, "I just couldn't do everything I wanted to do this morning." Frankly now—do you plan to use all of your time?

2. More Teaching for More People.

We are to "go" and "teach." This means Evangelism and Education. The two should always work hand in hand. We must invite and bring more people to our Sunday school and Church. Whether you encourage individuals to seek other individuals or send out teams of two, or pupils and teachers work together, or follow some other plan, your church and school constantly work under Christ's Great Commission. Reach all you can. Teach all you reach. And the cycle continues until every knee bows before Christ our Saviour.

### 3. More Teaching in More Parents' Classes.

We will need more classes in other departments too, especially as the babies born in recent years enter Sunday school or are promoted to Primary classes. But for the time being we limit the point to Parents' classes. Do you have such a class? Can you have at least one Parents' class? Two?

You may want to start a class for all parents and discuss points of general interest to Christian parents in their family life.

You may want to limit this particular class to the parents of pre-school age children. Next year you will start another class for parents of school age children.

The Board of Parish Education will gladly furnish suggestions for various types of classes.

#### *During the Week*

### 4. More Teaching During the Week.

For six years the Board of Parish Education has been developing an integrated program with specific lesson materials for the various schools of a congregation. The Vacation Church School Series has been completed. The new American Uniform Series for the Sunday school will be ready

for use in October 1953. The basic lessons for the Weekday Church schools, whatever name an individual congregation uses or on whatever day that a teaching session is held, are being tested and developed. Some of you used the Junior Lutheran Lessons "The Story of My Church" and "The Work of My Church" last year. This fall the lessons will be on "Worship." The series for use in the winter and spring of 1953 will be "Missionary Heroes."

The Executive Board of the Women's Missionary Federation voted to co-operate in the educational program of the American Lutheran Church for the pre-confirmation age children. A committee of Junior Mission Band leaders has followed the decisions of the Executive Committee by preparing material for Primary age children and eventually will have help for those congregations where even pre-school age children will share in some type of a weekday program. The Committee approved material to be prepared for weekly meetings. This can be adapted if meetings are held once a month or twice a month.

All Junior Mission Band Leaders, Sunday school superintendents,

and pastors have received information and material on "Worship," the study topic for this fall. Whether your weekday program is set up for released-time, after-school time, or Saturday-time, plan for more teaching during the week.

### 5. More Teacher Training.

Yes! This is more teaching for teachers. Teachers should know both what to teach and how to teach. Many teachers attended District or Zone Institutes this summer. Several hundred Triple T Zone Leaders received special help and training this summer in order to teach departmental courses in Zone Institutes this fall. You may have a Zone Church Workers' Institute in your area. You may have special training classes in your own congregation. Both present and prospective teachers can be helped to fulfill their great work more effectively.

### *The Bible*

#### 6. More Teaching of the Bible.

The Lutheran "Teaching the Bible" series of sound filmstrips can be profitably used and discussed at your Teachers' Meetings this fall. All teachers should see each filmstrip in the series: 1. The Preschool Child. 2. Children 6-11. 3. High School Youth. 4. Adults.

Various points in each are helpful for any teacher. These points are not repeated in each unit. Then special study can be done departmentally on specific departmental points.

### *Bible Study Week*

You have read about the special Bible Study Week which will be held throughout the American Lutheran Church during Parish Education Week, September 28 to October 4. The plans in your congregation may not yet be completed. Help your pastor to arouse more interest in Bible Study in your church. Discuss Bible Study Week with the teachers and pupils. Use this opportunity for special Bible Study.

### *Continue to Study God's Word*

"The Living Word in Living Language" is the 1952 Parish Education Month theme. It should be more than that. It can be exemplified by every teacher. Hear the Word. Read the Word. Study the Word. Live the Word. Think how each statement applies to you.

Your congregation may want to have a special Bible Study Course for teachers and others. We have many first or second series courses on the Bible. One of the New Intersynodical First Series Courses

is "*The Bible and Its Use*" by O. F. Nolde and J. A. Kaufmann. The five chapters are: 1. The Place of the Bible. 2. The History of the Bible. 3. The Truth

of the Bible. 4. The Study of the Bible. 5. The Use of the Bible.

As we strive for "More Teaching" may all of us grow with the growth that comes from God.

### *Notes on the RSV*

*The Revised Standard Version of the Holy Bible will be used in the Psalter and other devotional sections of the new Joint Hymnal of the Presbyterian and the Reformed Churches, according to Prof. William A. Weber, editor.*

*This new hymnal is being prepared for use jointly by the Presbyterian Church, U. S. A.; Presbyterian Church, U. S.; the United Presbyterian Church, Reformed Church in America, Associate Reformed Presbyterian Church, and the Presbyterian Church in Canada.*

*A similar proposal for RSV use in the new Joint Lutheran Hymnal is under consideration.*

—From The Observer

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*Sixty per cent of the congregation of the Carlisle Evangelical United Brethren Church, Byron Center, Mich., has read the entire Revised Standard Version of the New Testament by following a plan devised by Dr. John C. Trever, director of the Department of English Bible, National Council of Churches.*

*Using Dr. Trever's pamphlet, "Fresh Approach to Bible Reading," as a guide, the Rev. Chester R. Turner, pastor, set a period between January 1 and March 28 for the reading. Ninety members of his congregation of 150 finished on schedule, reading the entire Revised New Testament in three months.*

# *The Word in New Words*

## *The Bible Comes to Life*

By FRANCES DUNLAP HERON

THE Egyptian housewife who in A.D. 100 wrote down a new bread recipe used simple, everyday Greek words. So did the little boy painstakingly printing a letter to his father away on a business trip; likewise the farmer who gave his neighbor a receipt for grain and the merchant who dictated his last will and testament. Their Greek was quite different from that of Plato and Sophocles.

We should not be surprised to discover that their Greek was also the Greek of Paul and the Gospel writers. For certainly the teachings of Jesus were concerned with the behavior of men and women in the marketplace, toward their neighbors, in their homes, at their places of worship.

For hundreds of years, however, Bible translators did not recognize the humble character of New Testament Greek. They tried to apply classical Greek rules of grammar, word order and idiom with the result that often they did not come out with a smooth, correct rendition.

It was not until the dawn of the twentieth century that archeologists digging into tons of papyrus (ancient paper) uncovered startling evidence that changed their whole outlook toward the original Greek of the New Testament. They were indebted to such obscure persons as the Egyptian workmen who broke open a mummified crocodile filled with Greek documents of the period—private letters, wills, receipts. Research revealed the truth—that the everyday “people’s” Greek of these first century recordings was the same as that which Paul and the Gospel writers used.

### *Clarity and Accuracy*

Likewise Biblical research, based largely on archeological findings during the last fifty years, has resulted in clearer or more accurate translation of certain Old Testament passages.

The first revision of the Bible to feel the effect of all this recent research is the forthcoming *Revised Standard Version of the Holy Bible*, authorized by some forty

Protestant denominations. One of the biggest tasks members of the Standard Bible Committee faced in preparing it was that of restoring the original meaning of many words in the Scriptures to bring the message into life for people of today. When the complete Bible goes on sale September 30, it will be as correct and clear for English-speaking readers as present knowledge can make it.

### *Resources and Meanings*

The scholars, working under the chairmanship of Dean Luther A. Weigle of Yale University Divinity School, had archeological discoveries and manuscript resources such as no group ever had before to help them recover old-age shades of meaning in the original Hebrew and Greek. That was one part of their task. The other was to replace more than three hundred English words in the King James Version that have changed meaning completely. In 1611 they were a sound translation but today they only confuse the reader.

The new knowledge of Greek usage that the current revisers possess naturally colors the whole of the Revised Standard Version (RSV of the New Testament.) At many points new insights contrast

with those of the King James Version (KJ). To take a few examples:

The words Paul used to criticize some persons at Thessalonica are shown by the papyri to indicate idleness or neglect of proper occupation rather than general disorderliness (1 Thess. 5:14).

It appears that in the phrase previously translated "the deceitfulness of riches" (Mark 4:19, KJ), Jesus used a word that in the vernacular meant "delight" or "pleasure."

The simple present tense, "I have," as in Phil. 4:18, KJ, does not convey the proper perfect tense idea, "I have received full payment" (RSV), revealed in receipts found among the papyri.

The adjective applied to milk in 1 Peter 2:2 undoubtedly meant to a Greek housewife "pure" rather than as with persons "sincere."

When Paul urged people to give (Rom. 12:8), he did not mean "with simplicity," as KJ translates but "in liberality" (RSV). Such was the meaning the Greek noun had acquired in the period and literary level of the New Testament.

In such passages as Acts 23:8, where KJ uses "both" to refer to

more than two, there is now sufficient evidence for translating the Greek word as "all."

More striking to the average reader will be the replacement of those more than three hundred words that have changed meaning since 1611. If there were no other reason for the revision of KJ than that, it would be sufficient. It is quite unfair to the KJ translators to retain words that now convey meanings they did not intend. (No more would we appreciate misinterpretation by those excavators of A.D. 2750!)

### *Transformation*

Let us consider several of the significant transformations of meaning that come from bringing KJ up to date.

There's the psalmist chanting in Ps. 119:147, KJ, "I prevented the dawning of the morning, and cried: I hoped in thy word." Such a declaration doesn't make much sense, but many a reader has thought, "It's in the Bible so it must be alright." Yet, it is in the Bible that way because it was all right in 1611. At that time the word "prevent" meant "go before" or "precede."

Rephrasing that verse accordingly, the revision committee now

gives us in RSV: "I rise before the dawn and cry for help; in thy words do I hope."

Now the picture is perfectly clear—the pious Hebrew getting up early to begin the day with meditation and prayer.

### *The Preacher's Salary*

In Shakespeare's day "communicate" meant "share." Thus when the KJ scholars had Paul urge (Gal. 6:6), "Let him that is taught in the word communicate unto him that teacheth in all good things," they were not approving talking back to the preacher. They and Paul both meant pay the preacher's salary!

In the modern English of RSV, the verse reads: "Let him who is taught the word share all good things with him who teaches."

"Thought," "carefulness" and "careful" in the seventeenth century were all sound translations of the Greek word for "anxiety." When Jesus, therefore, advised, "Take no thought for the morrow" (Matt. 6:34, KJ), he was not advocating a happy-go-lucky attitude; instead, as RSV translates, "Do not be anxious about tomorrow." No untidy housewife of today can get backing from Jesus'

gentle reproof of Martha for being "careful . . . about many things" (Luke 10:41, KJ). Rather he was chiding her for worrying, for being "anxious . . . about many things" (RSV).

The word "virtue" as used in Luke 8:46, KJ, had nothing to do with moral character. It signified "power." Jesus, realizing that someone has touched him, says in RSV, "I perceive that power has gone forth from me."

#### *Actor's Mask*

The sacredness of individual personality seems denied in the KJ rendition of Acts 10:34, "God is no respecter of persons." But in the days of Elizabethan drama, "person" was still close to its derivation from the Latin *persona*, the mask an actor wore. Thus the reference was to the externals, which God does not count important. RSV renders this sentence, "God shows no partiality."

Who would suspect that the phrase, "the end of their conversation" in Heb. 13:7, KJ, really means "the outcome of their life"? So it emerges in RSV, since "conversation" formerly referred to conduct or behavior.

Also on the list of seventeenth century words that are being replaced in RSV are: "suffer"—"let"; "allow"—"approve"; "comprehend"—"overcome"; "carriage"—"baggage"; "fetch a compass"—"make a circuit"; "meat"—"food"; "nephews"—"grandsons"; "wealth"—"well being"; "base"—"humble"; "let"—"hinder."

As the record-breaking first edition of one million copies of the *Revised Standard Version of the Holy Bible* is released in September, readers can continue this word adventure for themselves. Those who seek will find in accurate, lucid, idiomatic English the Word of God for their own lives.

*Without weights, even civilization cannot keep going. A little boy was leading his sister up a mountain path. "Why," she complained, "it's not a path at all. It's all rocky and bumpy." "Sure," he said, "the bumps are what you climb on."*  
—From "Ride the Wild Horses," by J. Wallace Hamilton (Revell).

# Helps for Teachers of Beginners

*Christian Growth Series, Beginners II, First Quarter*

By RUTH SWANSON

*Augustana Parish Education Staff*

**A** NEW church school year! For some of us that will mean different pupils to meet, different materials to use and possibly different rooms to arrange. For all of us it will mean a new challenge. May we consider this a privilege and with the help of God, do our best to help His little ones in their Christian growth.

To meet this challenge we need to be informed not only about the materials we will use, and about the children themselves, but also about related activities. Let us then consider these three aspects of our work in connection with this quarter.

## *Our Materials*

A quick look at the quarter as a whole will give us an over-all view of the work planned for us. Each of the lessons of the first unit, "Bible Stories About God's Friends," present a story of an Old Testament character. In this respect, it is unique. There are only two other units in the complete cycle of beginners materials which have their Biblical basis *entirely* in

the Old Testament. Both of the others—one in each course—are studies of the creation, as told in Genesis. Let us help the beginners, through their study of these Old Testament characters, to "understand that if we are God's friends, we shall want to do the things that please God." It is very fitting that such an aim should be the basis of our work during the first unit of the new church school year.

Chronology in Bible lessons is not important, for the beginner; therefore, much of the material is arranged to be of seasonal interest. The second unit, "Thanking God for Friendly Helpers," is set up as a Thanksgiving unit. The unit aim is to "bring the most ordinary experiences of the children's daily life out of the hazy background where they are taken for granted," and "to lead the children to thank God for them."

The last unit of the quarter naturally revolves around the Christmas theme. The children in our classes are going to have many and varied Christmas experiences.

Our purpose in the study of this unit, "Bible Stories for Christmas," will be to guide their experiences in our classes so that in addition to acquainting them with the Christmas story, we may "show these events each as a part of the perfect plan of God, by which he offers the world the way of salvation through Jesus."

There it is! We have the material, what will we do with it?

### *Our Children*

Some of the children in our department have attended a nursery class. They will have experienced the joys of companionship with a "grown-up" lady who was not their mother, as well as with other children of their own age. For some this will be their first experience of being in a strange place, without mother. And, we must not forget those who were with us last year. Each child in these various groups has a different background, yet each has possibilities for Christian growth. We must organize them into a happy unit so pupils and teacher may grow together in fellowship with God. This growing together presents a weekly challenge to us: "Are we becoming more sympathetic and loving toward Johnny?" "What

must we do to help Suzy like us?" "How can we show we like her?"

Before we can gain a child's confidence, we must know what he is like. Consult pages 8-9 of the Teacher's Guide of the first quarter of Beginners I for helpful paragraphs about beginners' characteristics. However, we can not fully appreciate the youngsters until we know their parents. Perhaps a PTA meeting would be in order or it might be that personal visitation is necessary. Mrs. Vogeley has included some helpful suggestions in this quarter's Teacher's Guide. Do not fail to call the parents' attention to the section of each leaflet addressed to them. Perhaps we should schedule visits from parents, one or two at a time, so they can really see our department at work. We need to strive for close home-church co-operation to secure lasting results from our teaching.

### *Our Activities*

We find it easier to stress Bible teachings with beginners if we build on the fact that they are Jesus' teachings. Old Testament teachings have usually been related to New Testament thoughts in the section of the leaflet, "The Bible for Children."

In this same connection, let us remember to have Jesus prominent in our worship center picture, always. Speaking of worship centers, have we all succeeded in discarding the tables which are too high for our 4's and 5's? Remember, this table should be low enough that a picture placed on it will be at the children's eye level.

Beginner teachers (and primaries, too), this fall will be able to get pictures we have wanted so long. A very fine set of eighteen pictures centering on unit themes has been prepared and is now available at Augustana Book Concern and Wartburg Press. With this help let us this quarter plan all our activities on a unit basis. The Teacher's Guide suggests a song for each unit (pp. 62-64), and gives help for selecting unit projects.

### *Unit A*

"The Sermon on the Mount" as a unit worship center picture will help us connect the Old Testament truths with the New Testament teachings and relate them to the activities of the children's lives.

A five part mural with one part completed at each session will keep the children's thoughts centered on the unit theme. The mural

might be entitled, *God's Friends*, with each of the parts carrying the lesson theme, viz., "play well together," "are good neighbors," "are helpful," "are kind to one another" and "love one another." The children can readily complete each section with magazine pictures illustrating the thought of the lesson. When completed the mural could be given to the nursery department or an absent class member as a sharing activity. Even though they will share, the 4's and 5's still like something which "is mine." A booklet, *Bible Verses for God's Friends*, in which each Sunday's Bible verse is placed, will satisfy this desire.

The stories in this unit lend themselves well to dramatization, so let us try it. Even though the presentations will not be perfect, the children will more readily remember the lesson truths if they can put them into action.

### *Unit B*

Conversation concerning the worship center picture, "The Sermon on the Mount," will carry the same emphasis as the unit song, "God Cares for You."

Sharing activities for this unit are suggested on pages 24 and 33 of the Teacher's Guide. Building

a Thanksgiving poster, "We Thank God for . . .," will provide an interesting review of the unit. The youngsters will enjoy seeing it "grow" as they give their suggestions. A small print of Sallman's "Head of Christ" or another familiar picture of Jesus, as a gift to the children at the close of this unit will make a good transition from one unit to the other. Unit B has provided opportunities "to show gratitude to the Saviour" and Unit C will acquaint the children with "events preceding, attending and following Jesus' birth."

### *Unit C*

Use a picture of the nativity as a worship center picture throughout the rest of the quarter.

An accumulative project, such as a flannelgraph, a built-up poster or crèche, adding appropriate figures as the lessons are taught will provide a continuing interest for this unit. It will also serve as a means of review and the group will enjoy this method of retelling the story.

Although the story of the pres-

entation in the temple has not been included in this series of Christmas lessons, do not fail to make reference to it. In this series of lessons, it should follow lesson 12. The story is found in Luke 2:22-39. It will be possible to build a department program around the series of Christmas pictures included in the new picture set. Weave into it the songs and verses taught during this unit and no regular class time will need to be used for practice.

We suggest also, that if gifts are to be made for parents, that such a project be done during pre-session rather than class time. More individual help can be given the children as they come, a few at a time, than in the group as a whole and time will not be taken from the class session.

### *In Conclusion*

May God give us grace to so accept the challenge of this new church school year that we prayerfully use the materials and our talents in such a way that we, together with our children, may grow in fellowship with God.

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*"Inventiveness and holy imagination are the true servants of love"—Bishop Hans Lilje, president-elect Lutheran World Federation. Quoted from "The Value Beyond Bricks and Beams," page 29 of this issue.*

# Helps for Primary Teachers

*Christian Growth Series, Primary III, First Quarter*

By ERNESTINE SANDEN  
*Augustana Parish Education Staff*

"I BROUGHT a Bible but I don't know how to use it," eight year old Neal informed his teacher as he came into the Primary department room on the first Sunday of the new Church School year.

"It is a very nice Bible, Neal. May we use it on the worship center today?" asked his resourceful teacher.

"Sure! But, the worship center Bible is always open. Shall I open it to just any old place?" asked Neal placing his Bible on the low table which was used as a worship center for the department.

"How would you like to open it to your favorite Bible verse?" was his teacher's guiding question.

Neal stood still for a moment and then said, "I guess my favorite Bible verse is the one that says, 'I was glad when they said unto me, let us go into the house of the Lord.' I kept saying it over and over to myself on the way to church this morning. But, I don't know where to find it. Will you help me?"

His teacher was waiting for this plea for help so she said, "Why sure, Neal. I'll find it in my Bible while you find it in yours. Your favorite Bible verse is in the Book of Psalms. The Psalms are easy to find. First, we will close our Bibles and then open them as near the middle as we can." She opened her Bible and then asked, "Where did your Bible open, Neal?"

"It opened right to Psalms. Are the Psalms in the middle of every Bible?" queried the wide awake boy.

"Yes they are unless the Bible has many maps and other pages of explanations in the back," replied his teacher. "What are the large numbers on the page of your Bible?" she continued.

"They are 86, 87, and 88. What is the number of my verse?" was Neal's anxious reply.

"Your favorite verse is Psalm 122. Can you find it now? answered the teacher.

Neal turned the pages quickly to Psalm 122 and then almost

shouted, "Here it is! It is the very first verse in Psalm 122. This is lots of fun! Here comes Jimmy. Hurry, Jimmy, I want to show you how to find my favorite Bible verse."

Neal had been guided by a skillful teacher to take his first step toward making the Bible a book which will be of use to him throughout his life. This incident took place before the opening of Church School when the children were coming in one or two at a time. How profitably those pre-session moments were used!

### *More Secrets*

It is certain that this teacher will guide Neal and his classmates into more "Bible use" secrets as the need arises. From the Psalms it will not be difficult for them to find Proverbs. The first book of the Bible, Genesis, will become the key to finding Exodus, Leviticus, and Numbers. The New Testament will be easy to find by opening the Bible to the last one-third. The children will readily learn that most of the stories they know about Jesus are found in the four consecutive books of Matthew, Mark, Luke, and John.

Neal's teacher also knows that primary children should be thor-

oughly familiar with the stories and verses before they are guided to find them in or read them from the Bible. They will first enjoy the Bible stories as she tells them. Then they will be helped to review and understand these stories through picture\* studies, flannel-graph retelling, slides or filmstrips, Bible story books, the drawing of illustrations, and dramatizations.

### *For Living*

The Bible stories and memory verses will be discussed so the children can apply the truths to their life at home, at school, and at play. This teacher's chief aim is to help each child to make a progress in his spiritual life which will help him to make Christian adjustment to all the changes he must meet in his physical, mental, and social growth.

Each Sunday morning she will use the already beloved stories and verses to help the children grow into a fuller use of the Bible as a book. The opportunities will be many. Pictures\* of familiar stories with Bible references attached will be placed on a low bulletin board. The early comers will be guided to talk about these pictures and will be helped to find them in the Bible. Perhaps one of the stories will be

chosen for use in the departmental worship. One of the children may prepare to read or tell it. Some of the already familiar Bible verses will be written in manuscript on large cards and displayed for review. The class may also be guided to find the verses in the Bible.

On the Sunday morning when Neal brought his Bible, the teacher had planned to help her class find some of the familiar Bible verses in the exercise on page 4 of the leaflet for the day. Neal and Jimmy were real helpers in that work because of what had happened during the pre-session. In almost every lesson during the year this teacher plans to guide the class to find at least one familiar Bible verse or story and read it from their Bibles.

When Neal left the Church School that Sunday morning he carried the Bible more carefully than when he had come. Inside of its cover he had a neatly folded letter for his parents. Neal knew what was in the letter because he had helped to write it. He had chosen the picture of his favorite Bible story about Jesus and pasted it on the back of the letter. Right under the picture his teacher had

written the Bible reference for his story. This is what the letter said:

Dear Mother and Father,  
This is the picture of my favorite story about Jesus.

Today we began to learn how to use the Bible. Will you help me find this story in the Bible? My teacher said that maybe I could tell it for one of our family devotions this week.

I want to show you how to find Psalm 122 verse 1 in the Bible.

Neal

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\*A set of eighteen large colored pictures for use with the Christian Growth Series, Primary III has been prepared by the Augustana Board of Parish Education and will be available from the Augustana Book Concern and the Wartburg Press about August 1.

We recommend the new sound filmstrip, *Teaching the Bible to Children* (ages 6 to 11) for use in Primary Department teachers' meetings before teaching Primary III, First Quarter. It can be purchased from your synodical Board of Parish Education or rented through the Audio-Visual Service.

# Helps for Teachers of Juniors

*Christian Growth Series, Junior III, First Quarter*

By HILVIE M. OLSON

*Augustana Parish Education Staff*

**I**N THIS quarter we have the opportunity to guide the juniors in their Christian Growth by means of a study of the last third of the Old Testament. The juniors who are now sixth graders studied the first part of the Old Testament in "Patriarchs and Leaders," Junior I, first quarter. They, as well as this year's fifth graders, also studied "Conquerors, Settlers, and Kings" in the fall of 1951.

Now, as we familiarize the fourth, fifth, and sixth graders with the "Prophets, Kings, and People" who were the chief characters of the latter part of the Old Testament, it is our aim to foster the study of the vital, Spirit-filled messages of the prophets which support the redemptive personal and social emphases of our Lord and foretell of His coming, and to help the juniors use some of the problems and experiences of that time in developing their own Christian living today.

Three units are designed to help us carry out these aims. Unit A,

"The Prophets Stand Firm," is based chiefly on parts of I Kings. It begins with the story of the division of Solomon's kingdom into the two kingdoms of Israel and Judah and continues with incidents in the history of the northern kingdom of Israel. Unit B, "Kings and People Suffer," has to do with some of the outstanding leaders of the southern kingdom of Judah before and during the period of captivity. Unit C, "The Prophets Speak," introduces some of the messages and work of the prophets.

Isaiah 6:1-8 is given as the expected memory work for the first unit. This passage telling of Isaiah's vision and call is perhaps of greater value to us as an aid to understanding and interpreting the messages and work of the chief characters of the latter part of the Old Testament. Just as Isaiah saw, in his vision, the holiness of God; trembled when he thought of his own comparative uncleanness and weakness; but accepted the cleansing power of God that came to him like the live coal from

the altar and led him to answer the call to service with "Here am I; send me," the other true prophets and servants likewise received their call and their power from God. Servants of God today, even juniors in our Sunday schools, can receive this same power.

### *Unit A*

With this basic truth in mind, let us aim, as we prepare to teach the first unit, to help the juniors understand that just as God enabled the prophets to stand firm, He will enable us to stand firm in our own Christian living.

The four lessons in Unit A deal with Elijah's and Elisha's firm stand for true religion; that which admonishes us to show love both to God and to our neighbor. This unit is introduced by the story of the rebellion and the division of the kingdom under young King Rehoboam. When the people of the new northern kingdom were refused access to the temple in Jerusalem, they began worshipping idols. Elijah met this by trying to restore true worship in Israel. The last lesson tells about the helpful deeds of Elijah's successor, Elisha, in his everyday living.

### *Unit B*

After studying about the firm stand of the prophets Elijah and

Elisha in the northern kingdom, we turn our attention to the courageous work of some of the leaders of the southern kingdom during its darkest hours. Unit B, "Kings and People Suffer," includes a study of the two strong kings of Judah before the captivity, of the accomplishments of Nehemiah and Esther during the time of the captivity, and of Job and his trials. The lessons are based on selections from the books of II Kings, II Chronicles, Isaiah, Nehemiah, Esther and Job.

From a study of the reigns of Kings Hezekiah and Josiah, we learn that because they trusted God and prayed for His guidance, much could be done even though political conditions were in a bad state. From Nehemiah and Esther we learn that one unselfish, faithful servant of God can be used by God to lead the people to accomplish much good in spite of hardships. From Job's sufferings we learn that God wants us to worship Him even when everything goes wrong.

Through the five lessons in "Kings and People Suffer," let us aim to help the juniors understand that just as God gave Hezekiah, Josiah, Nehemiah, Esther, and Job courage to trust in Him and do

His will during times of hardship and suffering, He will give us courage to trust Him and unselfishly do His will at all times.

### *Unit C*

In the last unit of the quarter we study some of the messages of the prophets "which so forcibly support—in anticipation—the redemptive personal and social emphases of our Lord" (Teacher's Guide, quarter aim). We learn how prophets such as Amos, Hosea, Isaiah, Micah, Jeremiah, Ezekiel, Jonah, and Daniel courageously and fearlessly spoke forth the truth in spite of opposition and personal danger. In the Christmas lesson we have the opportunity to help establish a definite faith in Jesus who came as a fulfillment of the prophecies.

Throughout this unit, let us aim to help the juniors understand that just as God enabled the prophets, despite opposition, courageously to speak the truth in revealing God's will to men, He will enable us to accept His plan as revealed through the prophets and Jesus, and to do what is right at all times.

### *Preparation*

In studying the aims, the Biblical basis, and the helps given in the Teacher's Guide and Study Book, we need to select that which will

help us accomplish our aims with the children we teach. Teachers of fourth graders can not expect as much from their pupils as can the teachers of sixth graders. Some advanced individuals may be willing and eager to make further study and do more work than is expected. But regardless of who we teach, or how much of the suggested material we are able to cover, let us be sure to teach to accomplish our aims as we guide the children in their Christian growth.

Suggestions for activities are given on pages 7 and 8 of the Teacher's Guide. We may wish to carry out the picture map project with Unit A, the set of story-picture cards with Unit B, and the frieze of the prophets with Unit C. Or, if the children like to divide into committees, all three could be undertaken at the same time with one committee of juniors working on each activity. We must not underestimate the teaching value of such activities. While children remember only 10% of what they hear, they remember 90% of what they do. (Heffner and Wald, "Teaching with a Plus," LBI).

When we have studied the Biblical basis and aims, planned some

activity to carry through for the entire unit, planned how to tie together the group of lessons as a unit, and planned in detail how to teach during our class session to accomplish our aims for the day, we need to gather our material.

A globe and a good Bible atlas are perhaps the most practical and economical aids for teaching the geographic location of settings for the incidents studied. Two maps and corresponding outline maps are printed in the Study Book. These may be enlarged for classroom maps.

Pictures of incidents and persons belonging to Old Testament history may be found in *Christian Growth Series*, Beginners I, third quarter, and Beginners II, first and second quarters; Primary I, fourth quarter, and Primary II, all quarters; and Intermediate II, first and second quarters. The Employees' Benefit Association, Boston Public Library, Boston, Massachusetts, will sell reproductions of John Singer Sargent's "Frieze of the Prophets." The pictures of the prophets printed in lessons 10 and 11 of the Study Book are taken from this frieze. An attractive colored print of the complete frieze, size 4" x 20", sells for 35 cents postpaid. Larger photographs

of the complete set or of individual panels are also available.

A list of helpful books is found on page 6 of the Teacher's Guide. Nordgren's *A Bible History*, Werner's *The Golden Bible*, Faris' *Old Testament Stories*, and a children's Bible story book such as Egermeier's *Bible Story Book* or Vos' *The Child's Story Bible* would also be valuable in teaching "Prophets, Kings, and People."

#### *Queen Esther*

If a party for all the junior children or a family night get-together can be arranged, a good film to show is "Queen Esther." It is available for rental from your Audio-Visual Service. Children will really appreciate it, especially if they know that the heroine of the film is the same timid girl of lesson 8 in their Study Books. Lesson 8 will be much easier to teach, also.

As we prepare and teach this material, may we, along with our pupils, grow in the realization that just as God enabled the prophets, kings, and people of the latter part of the Old Testament courageously to stand firm in speaking and doing the will of God, He will enable us to accept His Word and courageously do His will in our own Christian living.

# Helps for Teachers of Intermediates

*Christian Growth Series, Intermediate III, First Quarter*

By ERNESTINE SANDEN

*Augustana Parish Education Staff*

THE entire Intermediate III is a study of the New Testament. It is a wonderful opportunity for the teacher to guide the intermediates into a whole-hearted committal to the Gospel.

In the First Quarter an introduction is given to the whole year's work. It strives to provide the intermediate with the necessary understanding of the life and times in the midst of which came Christ, the Redeemer. The points stressed are the New Testament canon (content), languages, manner of life among the Jews and Gentiles, Jewish worship, early Christian worship, and the types of writing.

A good activity for the whole quarter is suggested by the Study Book pages 5, 9-11 and the Teacher's Guide pages 8 and 11. Plan with the class to make a source book in the New Testament. Each pupil should select a Gospel and an Epistle for his part in this study. Page 10 in the Study Book would start the pupils on this study. The class should be introduced to the resource material

listed on page 6 in the Teacher's Guide and that suggested at the close of this article. Special work sessions will be necessary to make this activity worth while.

It is important that the history courses which these young people are taking in the Junior High School be related to the study that will be made in Unit B. Find out about these public school courses from the public school teachers and make use of the background your class has had.

It would also be well to inquire at the public and school libraries for National Geographic Magazines and other resource books which would be of help to you and your class during this quarter. Since the entire Protestant Church is placing special emphasis on the Bible this fall, the librarians may be willing to place such material on display. How about suggesting that a group in your church give the public library a few good books about the Bible this fall?

Several pupils in your class may be interested in making a study of

the Roman world at the birth of Christ. They could find information in their public school textbooks and through research in the libraries. The whole class would profit from their study, if they make a large map showing their findings and discuss it with the class in connection with Lesson 6. The map should be kept for future use.

#### *Parents' Help*

The intermediate young people will enjoy comparing the new version of the Bible with the older ones. Using the display of Bibles suggested for Lesson 3 the class could be motivated to make comparative studies of their own. Perhaps some of them can secure the help of their parents or grandparents to compare one or more foreign languages with the American. This could develop into permanent family devotion.

Suggestions for the class or departmental worship are found on page 68 of the Study Book and at the end of each lesson outline in the Teacher's Guide. Intermediates are able and should be guided to plan their own worship each Sunday. These need not be long to be meaningful. The secret is a pupil-planned worship, centered in

the lesson thought for the day.

The history of our worship is studied in Unit C. Interest and understanding of the Jewish worship could be increased by the use of the book "One God—the Way We Worship Him" by Fitch. This book contains excellent photographs. Very likely it can be found in your public library.

Lesson 9 gives the opportunity to study the worship service of your own church. As Christmas is approaching the young people may enjoy planning and preparing a youth service for that season. Such a project would mean extra-curricular activity throughout Unit D and could be correlated with the Luther League activities for the group. This would make excellent motivation for the study of the Gospels and the Epistles. It could come to beautiful culmination with Lesson 13 "The Heart of the Bible."

#### *Devotions*

Personal devotions should be encouraged from the very beginning of the quarter. A plan is suggested on page 67 in the Study Book. A few suggestions given each week may help these young people to establish the habit of daily personal devotions. "The Uniting

Word," a daily Bible reading guide, is available in any quantity (free) from the Augustana Board of Youth Activities. A similar guide is available from the Youth Office of the American Lutheran Church. The American Bible Society supplies a New Testament Reading Program.

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This quarter's work opens a whole vista of possibilities for correlation of the Church School class with the Luther League activities for these young people. Films which build New Testament understandings could be used in Junior High League meetings. The young people could be guided to build programs around the New Testament theme using plays, games, and discussions. One Junior High League is making puppet plays of New Testament stories. The whole congregation is interested in the project.

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Suggested Resource Materials in addition to those listed on page 6 of the Teacher's Guide are the following:

*Available from your synodical publishing house*

*The Graphic Bible*, Lewis Browne.

*Bible Days*, Meinert De Jong.

*A Picture Book of Palestine*, E. L. Smither.

*Stories of the Book of Books*, Grace W. McGavran.

*Pocket Bible Handbook*, Henry Rampton Halley.

*Knowing Our Bible—New Testament*, John Hiltner.

*Lift Up Your Hearts*, Ruby Lornell with photographs by Marcus Lornell.

*Available from the Board of Youth Activities*, 2445 Park Avenue, Minneapolis 4

*God's Outstretched Hand*, Dr. Wilton E. Bergstrand (\$1.00).

*The Uniting Word*, in any quantity (free).

*Available from the American Bible Society*, 450 Park Avenue, New York 22, N. Y.

*The Bible Around the World*, a poster display (\$1.00).

*24 Questions and Answers About the Bible* (25c per 100).

*New Testament Reading Program* (35c per 100).

*Bible in the Church School*, suggestions for encouraging Bible use (35c per 100).

*The Good News*, illustrated Gospel booklets in the King James version. Pictures and maps are excellent (about 6c per copy).

# *A Plea for the Dreamer*

By JANICE A. McDONALD  
*National Kindergarten Association*

UNTIL yesterday Mrs. Jones thought that her son, David, was dull. When she had a long talk with his teacher and found that his mental test proved him to be one of the brightest children in the class, it stunned her.

"David is a dreamer," Miss Samuels said. "He never causes us trouble. He's a nice child."

Mrs. Jones frowned.

"He's miles away when I call on him," Miss Samuels continued. "He never volunteers, but when I call on him he has a good answer."

"But he should pay attention in class! I'm going to get after him!"

"We must help David without upsetting him, Mrs. Jones. If we are not careful we may force him to retire more and more into a life of fancy and imagination. Dreaming in itself isn't bad. Many 'dreamers' of the world have done and are doing great things, in every line of endeavor, by first dreaming and then acting."

"But he has to learn to live."

"I've watched David on the playground," Miss Samuels said. "He stands and watches the boys

playing ball or sometimes plays with the younger girls."

"I'm largely to blame," Mrs. Jones confessed. "I have never encouraged him to play with the boys in our neighborhood. They are so rough, and most of the neighbors' children are little girls."

"I see," Miss Samuels said.

"His father is athletic," Mrs. Jones added. "He naturally wishes that David were, too. When he plays with him he keeps after David to try to learn to catch, to kick, to run fast—"

## *Insecurity*

"David dreams because of a feeling of insecurity," Miss Samuels said. "Don't you see? He would like to participate on the playground, but he is sure that achievement would be hopeless for him. He dreams in the classroom because he thinks he doesn't measure up there, either."

"But how can we get David to stop dreaming and wake up!" Mrs. Jones persisted.

"Dreaming is good in its rightful place," Miss Samuels answered. "But we can work together to help

David to wake up and still be happy. Think of the many successful people who have used their imaginations to enrich their own lives and to help others."

This was so. Mrs. Jones brightened. David might become a great man!

"I wasn't always attentive," Mrs. Jones thought to herself later. "I was forever cooking up ways to make mischief!" But it was hard to accept the fact that David's dreaming came from insecurity. She *loved* David. So did Bob. Yet, she began to appreciate, if the boy wasn't athletic, he shouldn't be punished for it, nor should he see his parents distressed because he wasn't sufficiently practical. She, too, in such a situation, might seek refuge in dreams.

What if David's dreams were, now, those of a wistful child,

wearing seven-league boots and carrying a wand? With help he might some day have dreams that would prove worth-while and bring tangible results.

Approval by his parents and teachers and successes at home and at school are what David needs now. He might never play ball or run well, but if Daddy can enjoy David's antics and encourage him to "play the clown" now and then, the father-son relationship will be bettered, and David will improve emotionally through having fun with his father.

Patience is necessary in dealing with a dreamer, but small, frequent doses of praise and encouragement will work wonders. When David does something well, it should be praised; and if he merely tries to do so, he should be commended.

## The Value Beyond Bricks and Beams

By DR. MARTIN O. DIETRICH

Chief Representative in Germany of the U. S. A. National Committee for the Lutheran World Federation

A PARSONAGE barn in one of the congregations in East Germany was dedicated last spring as a school room for religious classes. It did not seem like a

strange place for teaching in an area dominated by Communists. Lutherans in Eastern Germany have reconditioned almost every kind of a shelter for classroom use.

In one congregation it is a former cemetery chapel. Another congregation has made use of the parish house kitchen. There are good school rooms in the square tower of an old church, a battered and now rebuilt sacristy, a stone bower in a parsonage garden, an organ loft where shells during the war destroyed the organ, a garage without a car, and in any other place that possibly could be used.

### *Problems*

Finding rooms for religious instruction classes is one great problem Lutherans in the Eastern Zone of Germany have to face, but they are tackling the problem with ingenuity.

In this area where religion formerly belonged to the curriculum of the public school, the Christians first had to face the problem of how to supply teachers of religion for two million children left without instruction when the Communists took over schools. It was solved by gradually training and appointing 10,000 full-time volunteer teachers.

Now there is the problem of where these teachers may do their job. More and more public school rooms are closed for any kind of religious instruction.

Apparently the Communists have not yet got around to making strict rules for this purpose. If the local chiefs are just pink and more or less favorably inclined to the church, they still may permit use of public school rooms for religious instruction at odd hours. Such arrangements have been made by about 55 per cent of the East Zone congregations.

But if the state authorities become stubborn in their anti-church attitude, the Christians have to do some quick thinking about how to instruct their youngsters in matters of faith. The chiefs always have plenty of pretexts for pushing religious instruction out of public school buildings even if they do not want to say it is just a move against religion. One frequent excuse is that the public school must be used in shifts. Another, even plainer, excuse is that it makes too much trouble for the janitor.

The Christians in the East Zone of Germany are solidly convinced that the future of the Church depends on adequate religious instruction for the growing generation. But securing of rooms for instruction, which might seem the simplest of all problems in a free and normal country, requires great efforts.

and sometimes sacrifice in an area ruled by Communists.

It requires means, which are not available, and it requires imagination. "Inventiveness and holy imagination," said Bishop Hans Lilje on one occasion, "are the true servants of love." The aforementioned list of places used for school rooms is one sample of how inventiveness must be applied.

### *Co-operation*

To make alterations in hundreds of barns, church towers, garages and the like shelters, requires means, too. This is where Lutherans of the United States most often have provided valuable aid. However, it should be noted that usually the local German congregations themselves have contributed about twice as much as the Americans through Inter-Church Aid.

Still, there is little doubt that American help has stimulated, strengthened and brought to fruition local efforts. Without our help only one out of ten school rooms in Eastern Germany would have been completed.

"If you could only know what God has accomplished through you and your gifts, my brethren in faith," wrote one German pastor, "I am sure you would consider

yourself as those who have received the benefits."

While Americans have helped, the Germans often have really sacrificed. Only one who has lived in an economy regulated by the Soviets can truly appreciate what such a rare item as, for instance, an electric bulb may mean for a house wife. Still, in more than one instance, women have brought their last reserve light bulb as a gift for the religious instruction class. Though poverty stricken and consisting largely of refugees, the congregations of the East Zone have usually collected 2,000 German Marks for 1,000 German Marks contributed by us. They have painted and help to lay wiring, they have given many man-hours and the "Groschen" of their hard-earned wages, rarely sufficient to get beyond semi-starvation.

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Frequently our gifts have made it possible to buy a little tile heater. This means more than most of us realize. Many of the refugee children come to school poorly clad and could not be expected to sit in cold class rooms. "We receive the warmth of the furnace in a symbolic way," said a pastor, "for we

know that we are surrounded and supported by the love and warmth of the distant donors of the Lutheran World Federation." The importance of a special church room for religious instruction cannot be overestimated. The children in the East Zone spend their main school-day under an influence that glorifies materialism and either studiously overlooks or maliciously opposes the church and the Christian faith. The very room in which the religious instruction is given often becomes a major contribution toward arousing religious feelings in the youngsters. They see the cross, paintings on biblical texts and Christian symbols around them.

However, for the Church in the threatening and yet challenging atmosphere of the East Zone, a room for religious instruction means more than just that. The new heater in a room most often makes it the place for all kinds of church meetings. Often, even services will be held there during the winter. The church choir will use the room for rehearsals. Youth will gather there during the week and

on Sunday afternoon. It will become a haven for refugee children living in cramped quarters. "In fact it is like the congregation's living room," explained an old German pastor. "Now, thanks to this room, our congregational life can really unfold and develop. You can be sure this room will be used every day of the week." The value beyond the beams and bricks is great, because every new religious school room in the Soviet Zone of Germany is like a sign raised to prove that the Church of Christ lives, moves, and acts.

"A missionary act is performed when our people with their sensitive eyes see this evidence of worldwide brotherhood," said one German pastor. Another one added: "And imagine how important it is that I can tell my youth of Christians beyond the seas who care not to leave us alone. Just to know this is as important for us as to receive your money for a new Lutheran room."

Thus the gift plus a prayer leads in God's world from a room to the heart of a pupil, and then to the door toward a new fulness of life.

*"Getting an idea should be like sitting down on a pin; it should make you jump up and do something."* —E. L. SIMPSON